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profounder than knowledge, mightier than will, more glowing than love; out of which knowledge, and will, and emotion lift themselves as mountains out of the depths of the sea. This is the soul in which we live and out of which we live."

Out of the stress of the Lent of 1917 Dr. Atkins utters what is practically the cry of the old prophets, "The sorrow and weariness and perplexity of our world is with us day and night; the cry of it reaches beyond the stars. I think the world will lose its reason if it does not discover its God." These sermons are full of the clear and passionate call of a great preacher whose soul is kindled by the Christian passion to live on the divine side of life in the spirit of Christ.

In the Footsteps of St. Paul. By Francis E. Clark. New York: Putnam, 1917. Pp. xvi+418. \$2.00.

Dr. Clark has followed his interesting volume, *The Holy Land of Asia Minor*, published in 1914, by this larger book, covering more fully the entire ground traversed by the missionary journeys of Paul. Dr. Clark does not write from the standpoint of the critical scholar investigating the sources of the life of Paul; he does not give the findings of the trained archaeologist, like Sir William Ramsay. He is the descriptive traveler, accepting practically as he finds them the narratives of Acts and the literature ascribed to Paul, and seeking to illuminate them from the results of his personal experiences in the cities where the traditionally accepted records report Paul to have done his work. Judged from this standard the book is illuminating and permanently valuable. Dr. Clark is a keen observer; he has written so many years for a reading public of young people that he knows how to present his story vividly; and he is resourceful in finding local color to explain the meaning of the life and letters of Paul. This book will be of largest value to teachers of Bible classes who are seeking concrete help in illustrating their lesson material. The necessary critical studies will be made in addition; but Dr. Clark has put a rich sum of trained observations at our disposal here. The illustrations are well chosen and are also useful to the teacher.

African Missionary Heroes and Heroines. By H. K. W. Kumm. New York: Macmillan, 1917. Pp. xvii+215. \$1.25.

Africa has produced heroic and dramatic missionary history in abundance; the writer has taken the best of this and embodied it in six lectures delivered before the College of Missions, in Indianapolis. These are now published in attractive form under the title given above. The stories are told in interesting style, and the characters are vividly represented. Each sub-

ject is preceded by a brief chronology of the principal events in the person's life. The maps are valuable and the bibliography suggestive. The lecturer has something of the manner of Dan Crawford, and we were often reminded of *Thinking Black* in reading the chapters. Sometimes it becomes nonsense, as, for example in the cryptic lines:

"Vision is Imagination guided by Wisdom,
And Wisdom is the Dominion of Knowledge.
Wis = Wissen = Knowledge
Dom = Dominion."

Whatever that means is too profound for us. Perhaps the least satisfactory section is the ten pages devoted to Mary Slessor. The presentation of the life and work of Livingstone is the most concise and stimulating.

The Seven Laws of Teaching. By John M. Gregory. Revised by William C. Bagley and Warren K. Layton. Boston: Pilgrim Press, 1917. Pp. xii+129. \$0.75.

This book has been a standard volume for many years. The seven laws are: "Teaching," "Teacher," "Learner," "Language," "Lesson," "Teaching Process," "Learning Process," "Review and Application." The original text, copyrighted in 1886, has been carefully and, as we believe from comparison of the two editions, most judiciously revised. The clearness of the first text remains, while the revisers have utilized the results of recent research in psychology and pedagogy to amplify or modify Dr. Gregory's statements where necessary. All teachers will find this book useful.

The Use of Motives in Teaching Morals and Religion. By Thomas Nelson Galloway. Boston: Pilgrim Press, 1917. Pp. xi+187. \$1.25.

Dr. Galloway is professor of zoölogy in Beloit College. This interesting book contains twelve chapters, and the scope of the volume is clearly indicated by its excellent title. The heart of the discussion is chapter iv, on "The Principle of Motivation in Education." The following chapters contain applications of the principle to Sunday-school work which are well grounded and workable. This little book will be of great value to students of religious education. There is a factor in Christianity which hardly seems to be sufficiently recognized by Professor Galloway on page 5, namely, the influence of the "higher powers" with which the soul allies itself in its sin and weakness, or the fact of "grace." On page 12, line 6, "non-evangelical" is used incorrectly for "non-evangelistic."